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ABSTRACT

The Center Satellite Program is designed to train Indian counselors. Trainees in the program are of Indian descent; most of them are obtaining their Masters in Guidance and Counseling degree. Training involves two phases: phase one is a 6-week summer program growth experience that serves as orientation; phase two is the academic year program at the home satellite institutions. There are five satellite institutions (colleges) involved in the Center Satellite Program; each satellite has a subcontract with the center institution (University of South Dakota) to provide a unique training experience for 28 trainees. Listings are provided of satellite institutions and participants. (Authors/JA)

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CENTER SATELLITE PROGRAM
An Indian Counselor Training Program
School of Education
University of South Dakota
Vermillion, South Dakota 57069

SP 006 845

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SUMMARIZATION OF SUBMITTED PROGRAM

There are five satellite institutions (colleges) involved in the Center Satellite Program and each satellite has a sub-contract with the Center institution (the University of South Dakota) to provide an unique training experience for 28 trainees. Each satellite operation has a director and an advisory board which is composed basically of Indian community people who are jointly responsible for the success of their program.

Trainees in the program are of Indian descent and the majority of the trainees are obtaining their Master's Degree in Guidance and Counseling (school counselors). In addition, each satellite has program participants which are called Double Ts (teachers of trainees). These individuals are available to assist the program trainees on a one-fifth released time status during the academic year. Double T personnel are usually "gate-keepers" in the educational systems and must represent one of the following: an institution of higher education, a local educational agency, a state educational agency, an organization or agency concerned with Indian education and the local Indian community. Satellite programs must identify target school systems which are on or near Indian reservations in that particular state; the trainees must spend at least nine continuous weeks in these target areas in an internship field experience during the academic year. All of the program participants will be committed and involved in this internship field experience.

Training as professional Pupil Personnel Services workers involves two separate phases. Phase One is a six-week growth experience in which all program participants attend a summer program at the University of South Dakota in the School of Education. All participants receive nine semester hours of graduate credit--which is based on a self-growth training concept. These graduate credits are transferred to the home satellite institution and allow the trainees to taste success in graduate school before

they return to their respective home institutions. A number of visitors and consultants assist in the summer program; the program is designed to orient the Center staff and participants to: each other, the Center Satellite Program, the foundations of Pupil Personnel and related services, review present Pupil Personnel Services programs, the foundations of systems change and strategies, the home satellite operation, inter-institution cooperation; and to develop a team which will have a tremendous amount of strength in achieving the program objectives.

Phase Two of the program is the academic year program at the home satellite institutions. Due to the different raining requirements, each satellite has a unique situation and they approach this phase of the program with different tactics. However, all satellites have common objectives: field experience internship in the reservation target area, modification of present Pupil Personnel Services preparation programs, bringing about a better relationship and understanding between the target school and the Indian community, to sensitize the local college personnel to the needs of Indian graduate students, to create changes in state accreditation procedures and to assist the trainees in obtaining a Master's Degree.

During Phases One and Two of the training program, the trainees receive a stipend and their tuition and fees are provided. Double T personnel are on released-time status during Phases One and Two of the program.

CASE STUDY OF THE CENTER SATELLITE PROGRAM

The Center Satellite Program is funded by the U.S. Office of Education under the Department of Health, Education and Welfare in Washington, D. C. Authorization to create this program was granted under Public Law 90-35--which is the Educational Professional Development Act of 1967.

The intention of this act was to give priority to those programs which prepare educational personnel to develop and train as a new kind of professional; one who is able--in every sense--to serve the student-client, as well as the system-client. In the past, emphasis has been placed upon adjusting the student to the school system--without considering that the school system could adjust to meet student and community needs. Therefore, the EPDA Pupil Personnel Services Programs encourage the creation of a new (not merely additional) professional--more versatile than his colleagues and predecessors and one who is able to relate as effectively to the individual students as to the individual teacher and to groups of either students or teachers; one who can--at the same time--see the school system as a whole, while being concerned with the growth of the individual.

This new Pupil Personnel Services professional should be able to deal with a variety of needs felt by the teacher as well as by the student--and at the same time ought to be expected to work in team-like harmony with other school specialists. Schools have long employed psychologists, nurses, social workers, counselors; but the role of each has traditionally been rather narrowly defined by separate professional considerations. It has not been common for them to work closely together in a team relationship--although their roles often overlap. In short, the new Pupil Personnel Services worker will be concerned with a variety of needs felt by the teacher as well as by the student--and at the same time will work in team-like harmony with other school specialists.

Official title of this program is: The Center Satellite Program to Prepare Indian Educators in Pupil Personnel Services for Systems Modification, and when condensed it is called the Center Satellite Program. There are seven Center Satellite Programs in the United States--all dealing with minority groups; however, only one is directed and oriented to the Native American.

The Center institution for this Indian training program is located in the Department of Educational Psychology and Guidance (Dr. Gordon Poling--Chairman), within the School of Education (Dr. Thomas Moriarty--Dean), at the University of South Dakota (Dr. Richard Bowen--President) at Vermillion, South Dakota. Center staff personnel for the program are: Rick L-Pointe--Co-director, Rosebud Sioux; Joe Dupris--Co-director, Cheyenne River Sioux; Maurice Twiss--Administrative Assistant, Oglala Sioux.

Funding for this program was granted for a three-year period; the first year was the 1971-1972 academic year. Therefore, at present, this program has completed one year of operational activity and is operating in the second year of the project. It is anticipated that when federal funding is eliminated, the satellite institutions and private foundations will continue to support the program. Present funding provides a summer and academic year stipend for the Indian trainees, released-time funds for the Double T personnel (teachers of trainees), travel reimbursement and consultant compensation. Each satellite institution receives support funds to be used for program development, consultants, travel, advisory board meetings and dissemination of materials and data. Program participants are encouraged to travel to the target community extensively before the internship experience, to other local, state and federal agencies dealing with Indian education and to related national meetings and conferences. The satellite institutions and the Center institution must construct a plan of operation and a proposed budget statement for each project year. Final reports evaluating the past accomplishments and activities are required.

General objectives for the Center Satellite Program are three-fold, and the satellite institutions have specific objectives for their particular operations.

1. The First Objective is to provide low-income people the opportunity to move through a graduate-level educational experience which will prepare them to function as professional pupil personnel workers and to become eligible to be employed in key positions throughout the hierarchy of education from the practitioner's level through supervisory positions at the local and state level; as well as to become trainers--at the college and university level--of the pupil personnel workers who will function more effectively with the target group children from which they came and of which they are a part.

2. The Second Objective of the program is to involve all program participants, the target community population, professional educators in decision-making positions and other key individuals in order to develop a programmatic approach which will provide a meaningful educational experience for all--but particularly the Indian trainees. This programmatic approach would--in effect--lay the foundation for a modification of current existing college training programs so they more accurately meet the needs of specialized groups who are deemed--for various reasons--to be educationally disadvantaged in relation to the society as a whole. These modifications will include an internship field experience in a target school system and community which is on or near an Indian reservation.

3. The Third Objective of the program is to develop strategies and tactics which would bring about change within the target school systems so that the system itself becomes more responsive to the needs of the target students. This systemmatic change would be differentiated from past practices of attempting to modify the student to fit into the system.

The following is a description of the satellite programs and the personnel in these programs for the 1972-1973 program year.

Washington Satellite:

Institution:	Eastern Washington State College Cheney, Washington
Director:	Robert Price Intermediate School District #101 Colville, Washington
Target Schools:	Okanagan, Omak, Inchelium and Wellpinit, Washington
Trainees:	Leslie Hamley - Tlinglit Lydia Angle - Nez Perce Mary Coble - Chippewa Sharon Bonner - Colville
Double Ts:	Dr. Alvie Shaw Clyde Lynn - Spokane Elizabeth Cook - Sioux

Montana Satellite:

Institution:	University of Montana Missoula, Montana
Director:	Dr. Robert Van Slyke School of Education Missoula, Montana 59801
Target Schools:	St. Ignatius, Box Elder and Rocky Boy, Montana
Trainees:	Pat Head - Blackfeet Jeraldine Belgarde - Chippewa Gerald Slater - Flathead Jerry Lankford - Gros Ventre
Double Ts:	Don Hjelmseth Robert Voth Dorothy Small - Chippewa-Cree

Wyoming Satellite:

Institution:	University of Wyoming Laramie, Wyoming
Director:	Dr. Donald Forrest College of Education Laramie, Wyoming 82070
Target Schools:	Arapahoe, Fort Washakie and Mill Creek, Wyoming
Trainees:	Scott Ratliff - Shoshone Ken Timbana - Shoshone Fred Nicol - Shoshone Jule LeBeau - Sioux
Double Ts:	Ken Trosper - Arapahoe Louis Krause Beverly Roberts

North Dakota Satellite:

Institution:	University of North Dakota Grand Forks, North Dakota
Director:	Art Raymond - Sioux Indian Studies Program Grand Forks, North Dakota 58201
Target Schools:	Currently being selected

Trainees:	Wendy Gonyea - Seneca Gerald Monette - Chippewa Liz Roman Nose - Cheyenne Austin Gillette - Sioux
Double Ts:	Dr. Ken Peterson Jim Somday - Colville Bill Johnson - Spokane

South Dakota Satellite:

Institution:	University of South Dakota Vermillion, South Dakota
Director:	Larry Gorospe - Chippewa School of Education Vermillion, South Dakota 57069
Target Schools:	Flandreau Indian School, Niobrara School, Pierre Indian School, and other school systems on the Rosebud and Pine Ridge Indian Reservations.
Trainees:	John Haas - Sioux Robbie Huddleston - Sioux Dan Shroyer - Sioux Leonard Clifford - Sioux Marie Clifford - Sioux Gib Rogers - Sioux Carla Fielder - Sioux Dick Johnson - Sioux Barbara Cunningham - Sioux Alice Brewer - Sioux Antoine Claymore - Sioux Janice Blevins - Sioux
Double Ts:	Tom Raymond - Sioux Charles Geboe - Sioux Leland Bordeaux - Sioux

Indian-designed and Indian-oriented evaluation instruments are being constructed to measure the success of the program. Verbal surveys of the Indian communities indicate that the satellite participants are accomplishing their objectives. Caution must be exercised in attempting to measure or evaluate a program in an Indian community, because of past negative experiences. After the completion of the first year of the

program, three of the satellite institutions either created a new degree option--with an internship experience--or completely revised the curriculum to include an internship experience for all degree candidates. The remaining satellite institutions are in the process of examing their training programs in order to keep pace with the other innovative institutions.

This program produced a greater number of Indian people with Master's Degrees in one year than in the past history of the Great Plains Region. These graduates are still performing systems-change activities in their present positions in the Indian community; they are serving the Indian youth of today and they are designing an enjoyable educational experience for the Indian youth of tomorrow. The past and future graduates will become the decision makers and Indian leaders of the future.

At the time of the development of the initial Center Satellite Program, the Counselor Education program and the Teacher Education program in the School of Education was basically a traditional program utilizing the organizational structure, courses and experiences typically required by approved and accredited programs. As a direct result of satellite input and experiences, the Counselor Education program has undergone a series of dramatic changes moving from a course-based didactic approach to an experiential performance-based program. Internship experiences, field experiences and group experiences have become an integral part of the total program.

The impact of the Satellite program has also served as a model for a new developmental thrust within the total teacher education program and the School of Education. A comprehensive reorganization restructuring of the School and the total program offerings is currently underway. A few of the highlights of these new developments include the following:

1. The elimination of departmental structure within the school with a move to the development of inter-disciplinary teams responsible for total educational programs--undergraduate through graduate.

2. The establishment of field-based centers in communities which will enable students to become involved in a wide range of internship, field and practical experiences.

3. The strengthening of in-service and pre-service components.

4. Opportunities for student and community input into a preparation program at all levels.

5. The establishment of a Career Development Center within the School of Education designed to provide a wide range of services and experiences to the profession through pre-service and in-service contacts with professional educators throughout their active involvement in education.

Therefore, it becomes clear to those of us who have been and are currently involved in the Center Satellite and South Dakota Satellite programs that the satellite concept and philosophical assumptions will become the model for all programs within the School of Education.

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UNIVERSITY of NORTH DAKOTA
Grands Forks

EASTERN WASHINGTON STATE COLLEGE
Cheney

UNIVERSITY of SOUTH DAKOTA
Vermillion

Center Satellite Program
School of Education
University of South Dakota
Vermillion, South Dakota

INDIAN COUNSELOR TRAINING PROGRAM

UNIVERSITY of WYOMING
Laramie

UNIVERSITY of MONTANA
Missoula

SP 006 845

THE
CENTER SATELLITE
PROGRAM

SCHOOL OF EDUCATION
UNIVERSITY OF SOUTH DAKOTA
VERMILLION, SOUTH DAKOTA

AN
INDIAN COUNSELOR
TRAINING PROGRAM

Prepared By

Rick LaPointe

October, 1972

THE CENTER SATELLITE PROGRAM

This publication is designed to explain a new experimental and experiential Indian-related program called the Center Satellite Program.

The Center Satellite Program is funded by the U. S. Office of Education under the Department of Health, Education and Welfare in Washington, D. C. Authorization to create this program was granted under Public Law 90-35--which is the Educational Professional Development Act of 1967.

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Trainees in the program are of Indian descent and the majority of the trainees are obtaining their Master's Degree in Guidance and Counseling (school counselors). In addition, each satellite has program participants which are called Double Ts (teachers of trainees). These individuals are available to assist the program trainees on a one-fifth released time status during the academic year. Double T personnel are usually "gate-keepers" in the educational systems and must represent one of the following: an institution of higher education, a local educational agency, a state educational agency, an organization or agency concerned with Indian education and the local Indian community. Satellite programs must identify target school systems which are on or near Indian reservations in that particular state; the trainees must spend at least nine weeks in these target areas in an internship field experience during the academic year. All of the program participants will be committed and involved in this internship field experience.

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Phase Two of the program is the academic year program at the home satellite institutions. Due to the different training requirements, each satellite has a unique situation and they approach this phase of the program with different tactics. However, all satellites have common objectives: field experience internship in the target area, modification of present Pupil Personnel Services preparation programs, bringing about a better relationship and understanding between the target school and the Indian community, to sensitize the local college personnel to the needs of Indian graduate students, to create changes in state accreditation procedures and to assist the trainees in obtaining a Master's degree.

During Phase One and Two of the training program, the trainees receive a stipend and their tuition and fees are provided. Double T personnel are on released-time status during Phase One and Two of the program.

The following are the general objectives of the Center Satellite Program; the satellite programs have specific objectives for their particular areas:

1. The first objective is to provide low-income people the opportunity to move through a graduate level educational experience which will prepare them to function as professional pupil personnel workers and to become eligible to be employed in key positions throughout the hierarchy of education from the practitioner's level through supervisory positions at the local and state level; as well as to become trainers--at the college and university level--of the pupil personnel workers who will function more effectively with the target group children from which they come and of which they are a part.

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Double Ts:	Tom Raymond - Sioux Charles Geboe - Sioux Leland Bordeaux - Sioux

Trainees are selected by the Satellite Advisory Boards and the criteria for selection are:

1. Must have achieved a Bachelor's Degree status.
2. Must have a committment to enter into the broad field of Pupil Personnel Services.
3. Must have the interest in pursuing a Master's Degree at one of the satellite institutions.
4. Must demonstrate evidence of intent and committment for working with Indian people on or near an Indian reservation.
5. Must complete the necessary application forms.

Individuals desiring additional information concerning the Center Satellite Program should contact either the Center institution or one of the satellite institutions.